Anti-bullying Policy

Introduction

In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of Bridgetown Vocational College has adopted the following anti-bullying policy within the framework of the school’s overall code of behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013.

Rational

Bridgetown Vocational College aims to provide a holistic educational experience meeting the diverse needs of the community in a positive learning environment. We encourage all students to realise their full potential and develop a sense of self-worth by promoting mutual respect, co-operation and tolerance.

Assumption/Principles in relation to best practice

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

1. A positive school culture and climate which
   • is welcoming of difference and diversity and is based on inclusivity;
   • encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment;

2. promotes respectful relationships across the school community;
3. Effective leadership;
4. A school-wide approach;
5. A shared understanding of what bullying is and its impact;
6. Implementation of education and prevention strategies (including awareness raising measures) that;
   • build empathy, respect and resilience in pupils;
   • explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
   • Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

7. Effective supervision and monitoring of pupils;
8. Supports for staff;
9. Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
10. On-going evaluation of the effectiveness of the anti-bullying policy.

**Definition of Bullying**

In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:

**Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.**

The following types of bullying behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person’s membership of the Traveller community and bullying of those with disabilities or special educational needs.

Bullying behaviour is usually part of a continuum of behaviour rather than a stand-alone issue.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school’s code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Where is escalates or involves serious physical or sexual assault or harassment such cases will be dealt with in accordance with the code of behaviour. Referral to outside agencies such as NEPS, the HSE, An Garda Síochána or other relevant agencies may be made.

Examples of bullying behaviours are listed in Appendix1.
Reporting concerns of bullying behaviour

Student/parent/teacher or any member of the non-teaching staff may bring a bullying incident to any teacher in the school who will report the matter to the relevant Year Head or alternatively the matter may be reported directly to the Year Head either way the allegation or concern about suspected bullying will be investigated by the relevant Year Head(s).

The report should be prepared and given to the Year Head and should include details of the incident and/or observed behaviours clearly.

The Year Head or Year Head(s) responsibility for investigating and dealing with suspected bullying behaviour involving students in their respective year group. In some instances the Deputy Principal and/or Principal may be involved in the investigating phase, particularly where a large group is involved or where time is limited. Where necessary (eg. school trips) the accompanying teacher will report the incident to the relevant Year Head as soon as possible.

If the Year Head is unavailable the matter must be reported to the Deputy Principal or Principal.

Parents/ Guardians suspecting incidents of bullying behaviour should contact the Year Head.

Education and prevention strategies

It is our intention to deal with bullying in a pro-active manner involving a whole school approach.

Accordingly, the school will:

- Liase with primary school to gather information pertaining to incoming first years.
- Provide all necessary information about bullying to parents of enrolling students at our JC1 parents’ evening. The guardians/parents are given a copy of the bullying policy with a copy of the Code Of Behaviour on enrolment. The bullying policy includes an appendix on tips for parents/students on how to deal with bullying.
- Ensure that the induction programme for 1st years includes information about bullying.
- Maintain and further develop an awareness of bullying and its consequences among the student body through the full implementation of the SPHE,CSPE,RSE curriculum.
- Safe Internet Use will be promoted, educating students about safer and more responsible use of online technology and mobile phones coordinated by the JC1 ICT teacher.
- The school will endeavour to promote awareness and appreciation of diversity and inclusiveness with particular emphasis on special needs, sexual orientation and racial issues.
Excerpts from the Anti-bullying policy and other support materials will be visible throughout the school, in corridors and classrooms. The policy will be published on the school’s website www.bridgetownvocationalcollege.ie

The school will periodically evaluate the effectiveness of the Anti-Bullying policy.

In the classroom an attitude of respect for all will be fostered.

Through our curricular and extra-curricular programmes we aim to develop positive self-esteem.

Whole staff professional development on bullying to ensure all staff develop an awareness of what bullying is, how it impacts on student’s lives and the need to respond to it prevention and intervention.

Professional development with the specific focus on the training of the relevant teacher(s).

Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers/Year Head.

A Mentor system (Meitheal) is in place. L.C.2 students are allocated to each first year tutor group at the start of the each new academic year. Training is provided for the L.C.2 students on how to be good Meitheal leaders. Meitheal runs for the full academic year.

Procedure for dealing with reports of bullying behaviour

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore as far as is practicable, the relationships of the parties involved.

The school’s procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:

Initial investigation of concerns of bullying behaviour

Any student or parent(s) / guardian(s), may bring a bullying incident to the attention of any member of staff who will then prepare a written report for the Year Head(s).

Member’s of the teaching or non-teaching staff must report any incident of bullying behaviour witnessed by them, or mentioned to them to the relevant Year Head.

Any reported incident, including anonymous reports will firstly be investigated to establish whether or not bullying has actually taken place.

The relevant Year Head/s will speak to both parties on a no blame basis to establish what has happened and encourage them to solve the problem.
Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved.

When analysing incidents of bullying behaviour, the Yead Head should seek answers to questions of what, where, when, who and why.

If a group is involved, each member will be interviewed individually at first.

Thereafter, all those involved may be met as a group.

Those involved may be asked to write out an account of what happened.

**Procedures for dealing with confirmed cases of bullying**

- In cases where it is determined that bullying behaviour has occurred, the parents of the students involved should be contacted at an early stage to inform them of the matter and to explain the actions being taken.
- Where a student is found to have engaged in bullying behaviour, it will be made clear to them how s/he is in breach of the anti-bullying policy and the effect on the other person(s)
- If disciplinary sanctions are required, this is a private matter between the student being disciplined, his/her parents/guardians and the school. This will be made clear to all involved.(each set of students and parent(s)/guardians.
- In cases where the Year Head considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after s/he has determined that bullying behaviour has occurred, s/he must file a Record of Bullying Behaviour (see appendix 3)
- In determining whether the bullying behaviour has been adequately addressed, the Year Head must, as part of his/her professional judgement, take the following factors into account:
  - Whether the bullying behaviour has ceased
  - Whether any issues between the parties have been resolved as far as practicable
  - Whether the relationships between the parties have been restored as far as practicable: and

Any feedback received from the students involved, their parents or the Principal or Deputy Principal.

- The college will advise on appropriate supports for those concerned.

- Should a problem persist, the Year Head will refer the matter to the Principal/Deputy Principal. Following further investigation and due process, the Principal may impose a term of suspension on any guilty party. Any further instances of bullying by the same guilty party may be referred by the Principal to the Board of Management.
• Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents will be referred, as appropriate to the school’s complaint procedures.

• In the event that a parent has exhausted the school’s complaint procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.

**Recording of bullying behaviour**

The school has clear procedures for the formal noting and reporting of bullying behaviour. All records are maintained in accordance with the relevant data protection legislation.

It is imperative that all recording of bullying incidents must be done in an objective and factual manner.

**The school’s procedures for noting and reporting bullying behaviour are as follows:**

Staff must prepare a Incident Record Form (Appendix 1) of any incidents witnessed by them or notified to them. These reports should be given to the relevant Year Head.

**Alleged and Confirmed Bullying**

The Year Head must complete the Record of Investigation: Alleged Bullying Behaviour (Appendix 2). These forms will be kept in a confidential folder in the principal’s office and kept for seven years. All records will be kept in accordance of the Data Protection 1988 and the Data Protection(Ammendment) Act 2002

The Year Head must inform the principal of all incidents being investigated.

**Confirmed Bullying**

The relevant Year Head must use the recording template at (Appendix 3) to record the bullying behaviour in the following circumstances:

a) in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and

b) in cases of serious physical assault or threat of assault or where it is considered that there is a significant risk to Health and Safety of any member of the school community the bullying behaviour must be reported immediately to the Principal/Deputy Principal.
Referral of Serious Cases to the HSE.

In accordance with the Children First and the Child Protection Procedures for Primary and Post Primary Schools, serious incidents of bullying behaviour will be referred to the HSE Children and Family Services and/or Gardai by the school DLP.

Repeated incidents of bullying by the same student will be referred by the Principal to the Board of Management for a final decision.

Programme of support for working with pupils affected by bullying.

The school’s programme of support for working with students affected by bullying is as follows:

Students who have been involved in bullying incidences will be advised by the Year Head/Deputy Principal/Principal of the availability of the Guidance Counsellor. Students may be referred on to external counsellors through the School Completion Programme (SCP) where it is deemed necessary and depending on availability.

If pupils require counselling of further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.

All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.

Tutor/Year head system
Care Team
Teacher mentoring system
Mentoring for Achievement Programme (MAP)
Meitheal
Guidance Counsellor

Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

Supervision and monitoring of students

The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.
Prevention of harassment

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

Communication of this policy to relevant stakeholders

This policy has been made available to school personnel, published on the school website and provided to the Parents’ Association. A copy of this policy will be made available to the Department and the patron if requested.

Periodic summary reports to the Board of Management

The principal will report to the Board of Management:

1. the overall number of confirmed bullying cases reported by means of the bullying template.
2. Confirmation that all cases referred to at 1 above have been or are being dealt with in accordance with this policy
3. This will be recorded in the minutes but no identifying details of students involved will be revealed.

Regular review by the Board of Management

This policy and its implementation will be reviewed by the Board of Management once in every school year. (see appendix 4: Checklist for annual review of the anti-bullying policy and its implementation)

Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents’ Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.
Date of Ratification by the Board of Management

This policy was adopted by the Board of Management on 25 August 2014. The policy will be implemented on and from 25 August 2014 and will replace earlier antibullying policies from that date.

Signed: ___________________________ (Principal)       Date: 25-08-2014

Signed: ___________________________ (Chairperson of Board of Management)

Date: __________

Date of next review: ___________
Appendix 1

Examples of bullying behaviours-this list of examples is non exhaustive.

| General behaviours which apply to all | • Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.  
| | • Physical aggression  
| | • Damage to property  
| | • Name calling  
| | • Slagging  
| | • The production, display or circulation of written words, pictures or other materials aimed at intimidating another person  
| | • Offensive graffiti  
| | • Extortion  
| | • Intimidation  
| | • Insulting or offensive gestures  
| | • The “look”  
| | • Invasion of personal space  
| | • A combination of any of the types listed. |

| Cyber | • **Denigration**: Spreading rumors, lies or gossip to hurt a person’s reputation  
| | • **Harassment**: Continually sending vicious, mean or disturbing messages to an individual  
| | • **Impersonation**: Posting offensive or aggressive messages under another person’s name  
| | • **Flaming**: Using inflammatory or vulgar words to provoke an online fight  
<p>| | • <strong>Trickery</strong>: Fooling someone into sharing personal information which you then post online |</p>
<table>
<thead>
<tr>
<th>Identity Based Behaviours</th>
<th>Homophobic and Transgender</th>
<th>Race, nationality, ethnic background and membership of the Traveller community</th>
</tr>
</thead>
</table>
| **Outing**: Posting or sharing confidential or compromising information or images | • Spreading rumours about a person’s sexual orientation  
• Taunting a person of a different sexual orientation  
• Name calling e.g. Gay, queer, lesbian...used in a derogatory manner  
• Physical intimidation or attacks  
• Threats | • Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background  
• Exclusion on the basis of any of the above |
| **Exclusion**: Purposefully excluding someone from an online group | | |
| **Cyber stalking**: Ongoing harassment and denigration that causes a person considerable fear for his/her safety | | |
| • Silent telephone/mobile phone call  
• Abusive telephone/mobile phone calls  
• Abusive text messages  
• Abusive email  
• Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles  
• Abusive website comments/Blogs/Pictures  
• Abusive posts on any form of communication technology | | |
| **Identity Based Behaviours** | **Including any of the nine discriminatory grounds mentioned in Equality Legislation** (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community). | |
| | | **Relational** |
| | This involves manipulating relationships as a means of bullying. Behaviours include:  
• Malicious gossip  
• Isolation & exclusion  
• Ignoring | |
<table>
<thead>
<tr>
<th>Category</th>
<th>Examples</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>• Excluding from the group</td>
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<td>• Taking someone’s friends away</td>
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<td></td>
<td>• “Bitching”</td>
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<td></td>
<td>• Spreading rumours</td>
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<td></td>
<td>• Breaking confidence</td>
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<td></td>
<td>• Talking loud enough so that the victim can hear</td>
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<td></td>
<td>• The “look”</td>
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<tr>
<td>Sexual</td>
<td>• Unwelcome or inappropriate sexual comments or touching</td>
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<tr>
<td></td>
<td>• Harassment</td>
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<tr>
<td>Special Educational Needs, Disability</td>
<td>• Name calling</td>
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<tr>
<td></td>
<td>• Taunting others because of their disability or learning needs</td>
</tr>
<tr>
<td></td>
<td>• Taking advantage of some pupils’ vulnerabilities and limited capacity to recognise and defend themselves against bullying</td>
</tr>
<tr>
<td></td>
<td>• Taking advantage of some pupils’ vulnerabilities and limited capacity to understand social situations and social cues.</td>
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<tr>
<td></td>
<td>• Mimicking a person’s disability</td>
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<tr>
<td></td>
<td>• Setting others up for ridicule</td>
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</table>
Appendix 1
Incident Record Form
Alleged or Suspected Bullying

Name(s) and class(es) of student(s):

__________________________________________________________________

__________________________________________________________________

Details of Incident:
Only details which are pertinent to the incident/case should be recorded. Where suspicions or allegations of bullying are made, this should be clearly indicated.

Date of incident: __________________
Time of incident: __________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

Signed:____________________________

Please return form to relevant Year Head(s)
Appendix 2

Record of Investigation: alleged bullying behaviour

1. Name(s) and class(es) of student(s): (attach additional pages if necessary)

<table>
<thead>
<tr>
<th>Name:</th>
<th>Class:</th>
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2. All parties spoken to:
   □ Yes  □ No

3. Details of Incident:
   Only details which are pertinent to the incident/case should be recorded. Where suspicions or allegations of bullying are made, this should be clearly indicated.

<table>
<thead>
<tr>
<th>Date of incident:</th>
<th>Time of incident:</th>
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</table>

Details: (What happened? Where? Who was involved? Why?)

4. Was it determined that bullying was actually taking place?
   □ Yes  □ No

5. If no, what action was taken?


Appendix 3

Record of Bullying Behaviour
(for serious incidents or those not resolved within 20 days)

1. Name of pupil being bullied and class group

   Name: ___________________________  Class: ___________________________

2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour

   Name: ___________________________  Class: ___________________________
   Name: ___________________________  Class: ___________________________
   Name: ___________________________  Class: ___________________________
   Name: ___________________________  Class: ___________________________

3. Source of bullying concern/report (tick relevant box(es)) (who reported?)

   ☐ Pupil concerned  ☐ Parent
   ☐ Other Pupil  ☐ Teacher
   ☐ Other

4. Location of incidents (tick relevant box(es))

   ☐ School grounds  ☐ Corridor  ☐ School Bus
   ☐ Classroom  ☐ Toilets  ☐ Other
   ☐ (please detail)

5. Name of person(s) who reported the bullying concern

   ____________________________________________

6. Type of Bullying Behaviour (tick relevant box(es))

   ☐ Physical Aggression  ☐ Cyber-bullying
   ☐ Damage to Property  ☐ Intimidation
   ☐ Isolation/Exclusion  ☐ Malicious Gossip
   ☐ Name Calling  ☐ Other (specify)

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

   ☐ Homophobic  ☐ Membership of Traveller community
   ☐ Disability/SEN related  ☐ Other (specify)
   ☐ Racist
Checklist for annual review of the anti-bullying policy and its implementation

The Board of Management will undertake an annual review of this anti-bullying policy and its implementation. The following checklist will be used for this purpose. In order to complete the checklist, an examination and review across the various elements of the implementation of the school’s anti-bullying policy, will be conducted.

<table>
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<tr>
<th></th>
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<th>Yes</th>
<th>No</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2</td>
<td>Has the Board published the policy on the school website and provided a copy to the parents’ association?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3</td>
<td>Has the Board ensured that the policy has been made available to school staff (including new staff)?</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>4</td>
<td>Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>5</td>
<td>Has the Board ensured that the policy has been adequately communicated to all pupils?</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>6</td>
<td>Has the policy documented the prevention and education strategies that the school applies?</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>7</td>
<td>Have all of the prevention and education strategies been implemented?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>8</td>
<td>Has the effectiveness of the prevention and education strategies that have been implemented been examined?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>9</td>
<td>Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>10</td>
<td>Has the Board received and minuted the periodic summary reports of the Principal?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>11</td>
<td>Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal’s periodic report to the Board?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>12</td>
<td>Has the Board received any complaints from parents regarding the school’s handling of bullying incidents? Have any parents withdrawn their child from the school citing dissatisfaction with the school’s handling of a bullying situation?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>13</td>
<td>Have any Ombudsman for Children investigations into the school’s handling of a bullying case been initiated or completed?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>14</td>
<td>Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>15</td>
<td>Has the Board identified any aspects of the school’s policy and/or its implementation that require further improvement?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>16</td>
<td>Has the Board put in place an action plan to address any areas for improvement?</td>
<td>☐</td>
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</table>

The first annual review of this policy will be conducted by the Board of Management in March 2015.
Advice for parents on bullying

1. Talk about bullying at home, and seek to ensure that your child understands that it is wrong to bully, or to be seen to support the bullying of another person.
2. Prepare your child for a time when they might be the target for bullying behaviour. As part of this, explore some of the reasons why someone may bully others.
3. Highlight that silence is the best friend of bullying and, therefore, the importance that is attached to letting someone know.
4. Teach your child the skills of assertiveness by modelling it at home. A willingness to listen before judging, rather than being reactive, coupled with learning to use the word “I” is one of the secrets of assertive communication. For example, “I want you to stop doing that”. The assertive child will be able to: stand tall; maintain eye contact; and express him/herself clearly and calmly.
5. Build empathy in your child, it has a key role to play in the prevention of bullying.
6. Remembering that no one is born with negative thoughts of themselves, work to raise your child’s self-esteem. Recognise, praise and reward your child’s effort as well as their successes.
7. Give them responsibility; ask for their help and for their opinions. Take care that an emotional response to a situation doesn’t lead to saying something to or about your child that criticises or belittles them.
8. A child’s resilience and their sense of self-worth are closely aligned. Fostering resilience in your child will help them to deal well with negative situations.
9. Supporting your child in the development of strong friendships will also make them less vulnerable to bullying and rejection.
10. Encourage your child to participate in activities, sporting or otherwise, that have the capacity to provide opportunities for personal achievement; confidence building; and the promotion of self-esteem and self-discipline.
11. Help your child to master the skills of mediation and conflict resolution.
12. Encourage your child to be a defender, to help someone when they are down and unable to help themselves.
13. Finally, one of the most important things that any parent can do in terms of countering bullying is to become acquainted with the signs and symptoms that can emerge in children or young people if they are being bullied or if they are bullying others. This will support identification of a bullying problem and, therefore, early intervention. Some possible indicators that your child is being bullied include: unexplained bruising and cuts; unexplained damage to clothing; signs of anxiety and distress; changes in mood or behaviour; deterioration in academic performance; a reluctance to go to school; additional requests for money or stealing money; damage to or loss of personal belongings; negative reactions, such as getting upset, when online, coming offline or viewing text messages.
14. Parents can play a huge role in preventing cyber-bullying. Appropriate online behaviour is the same as appropriate behaviour in the ‘real world’. It is also very important that parents let their child know that s/he can go to them for support if s/he is being bullied.
15. Teach your child to be respectful and responsible online. Children should be made aware of the consequences of cyber-bullying for all involved and to stop
Advice for students on bullying

Cyber-bullying
Bearing in mind the serious nature of cyber-bullying, it is important that all students engage in responsible behaviour when online. You should constantly question the impact your ‘netiquette’ (online behaviour) has on others. You should also be aware of how to protect yourself from cyberbullies.

The following advice is offered:
1. Save messages and/or take a screenshot of an abusive message on your phone or computer.
2. Keep pass words private.
3. Choose online friends carefully.
4. Monitor the amount of personal information you post about yourself online.
5. Do not reply to abusive messages/posts. Replying can lead to an escalation in cyber-bullying and lets the bully know that he/she is getting to you.
6. If the bully is a ‘friend’ on Facebook; remove them.
7. Report the issue to the mobile phone or website-company (if it is through call/text). For detailed information on how to report violations on Facebook see https://www.facebook.com/help/?faq=247013378662696 and on Twitter see https://support.twitter.com/groups/33-report-a-violation/topics/122-reportingviolations/articles/15789-how-to-report-violations#
8. If the cyber-bullying is impacting on your school-life or relationships within school, it is very important that you tell a teacher.
9. For more advice and tips, see the following websites: http://www.thinkb4uclick.ie and www.webwise.ie.
10. Also refer to the following international websites: www.cyberbullying.org and www.stoptextbully.com.

Tips for “regular” bullying:
11. If you are being bullied or you have witnessed bullying behaviour, you must tell a teacher. Most cases of bullying stop when the teacher is involved. Telling a teacher is responsible behaviour; it is NOT “telling tales/grassing”.
12. If you are being bullied, try to display confident body language and assertively tell the bully to stop.
13. It is a good idea to keep a written record/diary of the bullying behaviour. Record details such as who, when, where, how often, what was said and if there were any witnesses. Produce this evidence to your teacher/class teacher which may assist him/her when investigating a bullying case.

How to report bullying behaviour
• Direct approach any teacher at an appropriate time, for example after class.
• Hand a note up with homework.
• Get a parent(s)/guardian(s) or friend to tell on your behalf.

*If you don’t tell, you are supporting the bully.*